

CULTURE, ILLNESS AND HEALING IN ASIA

Washington University | Spring 2016

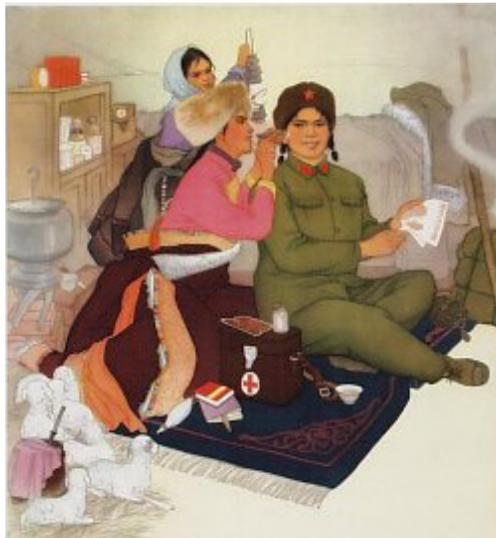
Course Time: Tuesdays & Thursdays 10:00–11:30 a.m.

Course Location: Lab Sciences 250

📄 Course Website: <https://bb.wustl.edu/>

Teaching Staff:

<p>Faculty Instructor: Priscilla Song, PhD ✉ priscillasong@wustl.edu 🕒 Office Hours: Thursdays 11:45 am–1:00 pm and by appointment (McMillan 336)</p>	<p>Graduate Teaching Assistant (Anthropology): Carolyn Powers, MA, MS, NCC ✉ cspowers@wustl.edu 🕒 Office Hours: Thursdays 11:45 am–1:00 pm and by appointment (McMillan 301)</p>
<p>Graduate Teaching Assistant (EALC): Walter Hare, MA ✉ whare@wustl.edu 🕒 Office Hours: Tuesdays 2:30–4:00 pm and by appointment (Busch 21)</p>	<p>Graduate Teaching Assistant (History): Luwei Yang, MA ✉ luweiyang@wustl.edu 🕒 Office Hours: Thursdays 1:00–3:00 pm and by appointment (Holmes Lounge)</p>



Practicing Acupuncture | *Chinese Propaganda Poster, 1973*

This course examines the place of health, illness, and healing in Asian societies. We will explore how people experience, narrate, and respond to illness and other forms of suffering. In lectures and discussions we will discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course will familiarize students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Japan, Korea, Pakistan, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We will also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.

COURSE MATERIALS

-  Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Farrar, Straus and Giroux.
[This required course book is on reserve at Olin Library and also available for purchase at the campus bookstore.]
-  Other required readings are available online through Ares (<http://ares.wustl.edu/ares/>).
-  Films screenings will be made available in class.

COURSE REQUIREMENTS & GRADING POLICY

★ Attendance and Participation (10% of overall grade)

Regular class attendance is an important part of the course. The class participation grade will be based on your preparation for and contribution to class sessions. To that end, all students are required to complete the assigned readings (50-150 pages per week) **before** the scheduled sessions. Obviously, students cannot contribute to class discussion if they are absent; consequently, repeated unexcused absences from class will be reflected in the participation grade.

As part of the participation grade, each student will serve as the **class rapporteur** for one class session. This will involve taking careful notes during the session, revising them in narrative form, and then posting the final synthesis in the "Discussion Board" section of the course website (<https://bb.wustl.edu>) within one week. These rapporteurs' notes will serve as a cumulative record of the course to help all students prepare for exams and writing assignments. Please sign up for a rapporteur session on the course website.

★ Online Response Posts (worth 25% of overall grade)

Each class participant is required to write online response posts in **no fewer than 10** (out of 14) different weeks of the semester. Your comments should address the week's readings and must be posted in the "Discussion Board" section of the course website (<https://bb.wustl.edu>) no later than **8 pm on the day before class** so that we have time to review your responses. Half of the class will post on Mondays and the other half on Wednesdays; your day will be assigned at the start of the semester.

Response posts will be graded as check (2 points for a satisfactory response), check-plus (3 points for outstanding posts that go beyond the basic requirements), check-minus (1 point for unsatisfactory or late responses), or zero for non-submission. Posting the required 10 responses over the course of the semester and receiving 2 points on each post will earn you a baseline grade of B+ for this portion of your course grade. You are encouraged to respond to your classmates' postings as well as post links to relevant news

articles, images, websites, etc. Doing so on a regular basis will boost your overall response grade.

Each post should be a short paragraph (150–200 words) that follows one of these formats:

Close Reading (title your post "Close reading: [name of author(s)]"): Identify a passage from one of the readings that excites or puzzles you; briefly explain how or why it does so; and pose an open-ended discussion question that might help your fellow classmates follow your inspiration or address your concern.

Crosstalk (title your post "Crosstalk: [topic or theme]"): Situate the week's readings within the context of the course as a whole. What new elements do they bring to our exploration of culture, illness and healing in Asia? Which previous readings do they build upon, which do they omit? How do they speak to course themes?

★ **Illness Narrative (worth 20% of overall grade)**

This short paper (4–6 pages) is an opportunity for you to experience medical anthropology in action. You will conduct an interview with someone who is willing and able to discuss his or her experience of illness and/or treatment in an Asian context. You will then write a narrative account and interpret this experience using analytic concepts from the course. Guidelines will be available on Ares, including suggestions on conducting interviews, tips on narrative analysis, and a grading rubric. The paper must be submitted online via the "Assignments" section of the course website (<https://bb.wustl.edu>) **before 9:30 am on Tuesday, February 23.**

★ **Midterm Exam (worth 20% of overall grade)**

The Midterm Exam will take place **in class on Thursday, March 10** and will be based on all lectures, discussions, films, and required readings through March 8.

★ **Final Paper OR Final Exam (worth 25% of overall grade)**

You have the option either to write a final paper or take a final exam. You must submit a proposal if you choose to write the paper. No makeup exam will be given. If you cannot take the final exam at the scheduled time, you must write the paper instead.

The **Final Paper** (8–10 pages) will address some aspect of health, healing, or medical practice focusing on an Asian society or medical system of your choice. This is an opportunity for you to engage in independent research that utilizes, develops, and/or critiques ideas, concepts and themes from the course. You must submit a preliminary **proposal** (1–2 pages) by the start of class on **Thursday, March 31** that explains your proposed topic, including which cultural context you intend to focus on and which aspect of health and healing. If you do not submit a proposal by this date, your paper will be ineligible for a grade above a B. Guidelines, writing hints, and suggested sources will be available on the course website. Your final paper must be submitted online via the

"Assignments" section of the course website (<https://bb.wustl.edu>) **no later than 4:00 pm on Thursday, May 5**. Each day late without a pre-approved extension will result in the reduction of your grade by 1/3 of a letter.

The cumulative **Final Exam** will take place on **Tuesday, May 10 from 6:00 –8:00 pm** (location TBA). Please note that this is the official examination time slot set by the University Registrar's Office. The exam will be based on all lectures, required readings, films and discussions throughout the semester.

COURSE POLICIES

- **Late Policy:** All assignments (including response posts) are due on the scheduled day and time. For the Illness Narrative and Final Paper, each day late without a pre-approved extension will result in the reduction of your grade by 1/3 of a letter.
- **Academic Integrity:** Each student in this course is expected to abide by the Undergraduate Student Academic Integrity Policy. The university's policy is available on the internet at <http://www.wustl.edu/policies/undergraduate-academic-integrity.html>. This includes explicit guidelines on avoiding plagiarism. Plagiarism is the use of someone else's work, words, or ideas without attribution. In all of your assignments, including your response posts and paper drafts, you must always make clear where you have borrowed from others by identifying the original source and extent of your use of another's work. This obligation holds whether the sources are published or unpublished and whether they are in print or on the internet. Plagiarism or other breaches of academic integrity will be reported to the academic integrity officer of the College of Arts and Sciences and can result in a failing grade for the course.
- **Academic Support Services and Disability Resources:** Cornerstone: The Center for Advanced Learning (<http://cornerstone.wustl.edu/>) is Washington University's official site for academic support services, including disability resources, writing help, and study skill workshops. Students seeking disability-related accommodations and guidance from the University must notify the Disability Resources staff at Cornerstone to make specific request for accommodation. Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester.
- **PLEASE NOTE: This syllabus is subject to change. Topics, readings, and assignments may be adjusted depending on class interest.** It is your responsibility to check Ares and the course website on Blackboard regularly for announcements, guidelines, and updates.

SCHEDULE OF DISCUSSION TOPICS AND READINGS

Part I Foundational Concepts

Session 1 (Jan 19): Introduction to the Course

Session 2 (Jan 21): Anthropological Approaches to Asian Medicine [34 pp]

-  Young, Allan and Charles Leslie. 1992. "Introduction" in *Paths to Asian Medical Knowledge*. University of California Press. Pp. 1-14.
-  Unschuld, Paul U. 2009. Selections from *What Is Medicine? Western and Eastern Approaches to Healing*. University of California Press. Pp. 1-20.

Session 3 (Jan 26): The Meanings of Illness and Disease [53 pp]

-  Kleinman, Arthur. 1988. Ch. 1: "The Meaning of Symptoms and Disorders" and Ch. 2: "The Personal and Social Meanings of Illness." *The Illness Narratives*. Pp. 3-55.

Session 4 (Jan 28): Illness Narratives: Patients as Storytellers [40 pp]

-  Kleinman, Arthur. 1988. "Neurasthenia: Weakness and Exhaustion in the United States and China." Ch. 6 in *The Illness Narratives*. Pp. 100-120.
-  Good, Byron and Mary-Jo Del Vecchio Good. 1994. "In the Subjunctive Mode: Epilepsy Narratives in Turkey." *Social Science and Medicine* 38(6): 835-842.
-  Mattingly, Cheryl. 1994. "The Concept of Therapeutic Emplotment." *Social Science and Medicine* 38(6): 811-822.
-  *Recommended:* Coles, Robert. 1989. "Stories & Theories." *Call of Stories: Teaching and the Moral Imagination*. Houghton Mifflin. Pp. 1-30.

Session 5 (Feb 2): Cultures of Biomedicine and Ethnomedicine [139 pp]

-  Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down*. Chapters 1-10.
-  **Film Screening:** *The Split Horn: Life of a Hmong Shaman in America*. 2001. PBS documentary. 56 minutes.

Session 6 (Feb 4): Immigrant Health and the Clash of Cultures [110 pp]

-  Small Group Discussion Sections: Group 1 (A-G), Group 2 (H-R), Group 3 (S-Z)
-  Anne Fadiman. 1998. *The Spirit Catches You and You Fall Down*. Chapters 11-16.

Session 7 (Feb 9): Uses & Abuses of Culture in Medicine [66 pp]

-  Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down*. Chapters 17-19.
-  Taylor, Janelle. 2003. "The Story Catches You and You Fall Down: Tragedy, Ethnography, and 'Cultural Competence.'" *MAQ* 17(2): 159-181.
-  Kleinman, Arthur and Peter Benson, 2006, "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It," *PLoS Medicine* 3(10).

Session 8 (Feb 11): Training Medical Practitioners in Cultural Context [51 pp]

- 📖 Good, Byron. 1994. "How Medicine Constructs Its Objects." Ch. 3 in *Medicine, Rationality, and Experience*, pp. 65-87.
- 📖 Craig, Sienna. 2007. "A Crisis of Confidence: A Comparison Between Shifts in Tibetan Medical Education in Nepal and Tibet." In M. Schrempf, ed. *Soundings in Tibetan Medicine: Anthropological and Historical Perspectives*. Brill, pp. 127-154.

Session 9 (Feb 16): Embodiment I: Interactions of Physiology and Culture [64 pp]

- 📖 Lock, Margaret. 1995. "The Turn of Life: Unstable Meanings." Ch.1 in *Encounters with Aging: Mythologies of Menopause in Japan and North America*. Pp. 3-30.
- 📖 Scheper-Hughes, Nancy and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *MAQ* 1(1): 6-41.

Session 10 (Feb 18): Embodiment II: Cultural Representations of the Body [44 pp]

- 📖 Kuriyama, Shigehisa. 2002. "Grasping the Language of Life." Ch. 1 in *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*. Zone Books. Pp. 17-60.

🌐 **ILLNESS NARRATIVE due on Tuesday, February 23**

Part II
Tradition and Modernity

Session 11 (Feb 23): Modernizing Traditional Chinese Medicine [56 pp]

- 📖 Hsu, Elisabeth. 1999. Selections from *The Transmission of Chinese Medicine*. Cambridge University Press. Pp. 1-20, 225-240.
- 📖 Scheid, Volker. 2002. Selections from *Chinese Medicine in Contemporary China: Plurality and Synthesis*. Duke University Press. Pp. 27-44.
- 📖 Qiu, Jane. 2007. "China Plans to Modernize Traditional Medicine." *Nature* 446: 590-1.
- 📖 *Recommended reference*: Kaptchuk, Ted. 2000. *The Web That Has No Weaver: Understanding Chinese Medicine*. Contemporary Books.

Session 12 (Feb 25): Evaluating the Efficacy of Acupuncture [66 pp]

- 👤 *Guest Presenter*: Carolyn Powers, MA, MS, NCC (Ph.D. Student in Anthropology)
- 📖 Kaptchuk, Ted. 2002. "Acupuncture: Theory, Efficacy, and Practice." *Complementary and Alternative Medicine Series. Annals of Internal Medicine* 136(5): 374-383.
- 📖 Barnes, Linda. 2005. "American Acupuncture and Efficacy: Meanings and Their Points of Insertion." *Medical Anthropology Quarterly* 19(3): 239-266.
- 📖 Zhan, Mei. 2001. "Does It Take a Miracle?" *Cultural Anthropology* 16(4): 453-480.
- 👤 **Interview Screening**: Amy Moll (Licensed Acupuncturist in Dallas, TX)

Session 13 (Mar 1): Transforming Tibetan Medicine [34 pp]

- 📄 Craig Janes. 1995. "The Transformations of Tibetan Medicine." *Medical Anthropology Quarterly, New Series* 9(1): 6-39.
- 📄 Adams, Vincanne, 2001. "The Sacred in the Scientific: Ambiguous Practices of Science in Tibetan Medicine." *Cultural Anthropology* 16(4): 542-575.
- 📖 *Recommended reference:* Craig, Sienna. 2012. *Healing Elements: Efficacy and the Social Ecologies of Tibetan Medicine*. University of California Press.

Session 14 (Mar 3): Regulating Pharmaceuticals, Controlling Alternative Medicine [54 pp]

- 👤 *Guest Presenter:* Michael Max (Licensed Acupuncturist, Yongkang Clinic)
- 📄 Adams, Vincanne. 2002. "Randomized Controlled Crime: Postcolonial Sciences in Alternative Medicine Research." *Social Studies of Science* 32(5/6): 659-690.
- 📄 Saxer, Martin. 2012. "A Goat's Head on a Sheep's Body? Manufacturing Good Practices for Tibetan Medicine." *Medical Anthropology* 31(6): 497-513.
- 📄 Cho, Byong-Hee. 2000. "The Politics of Herbal Drugs in Korea." *Social Science & Medicine* 51(4): 505-509.

Session 15 (Mar 8): Midterm Review Session**🌟 Session 16 (Mar 10): MIDTERM EXAM****March 12-20: Spring Break – No Classes****Session 17 (Mar 22): Reinventing Ayurveda [37 pp]**

- 📄 Langford, Jean. 1995. "Ayurvedic Interiors: Person, Space, and Episteme in Three Medical Practices." *Cultural Anthropology* 10(3): 330-366.
- 📖 *Recommended reference:* Langford, Jean. 2002. *Fluent Bodies: Ayurvedic Remedies for Postcolonial Imbalance*. Duke University Press.
- 🎬 *Film Screening:* *Ayurveda: Art of Being*. 2001. Written and directed by Pan Nalin. Pandora Film. 102 min.

Session 18 (Mar 24): Integrating and Standardizing Ayurveda [32 pp]

- 📄 Nisula, Tapio. 2006. "In the Presence of Biomedicine: Ayurveda, Medical Integration and Health Seeking in Mysore, South India." *Anthropology & Medicine* 13(3): 207-224.
- 📄 Banerjee, Madhulika. 2008. "Ayurveda in Modern India: Standardization and Pharmaceuticalization." In *Modern and Global Ayurveda: Pluralism & Paradigms*, edited by Dagmar Wujastyk & Frederick Smith, SUNY Press, pp. 201-214.

Part III Political and Moral Economies of Health

Session 19 (Mar 29): Family Planning and the Politics of Reproduction [65 pp]

-  *Guest Presenter:* Luwei Yang, M.A. (Ph.D. Student in History)
-  Greenhalgh, Susan. 1994. "Controlling Births and Bodies in Village China." *American Ethnologist* 21(1): 3-30.
-  Whittaker, Andrea. 1998. "Women's Desires and Burden: Family Planning in Northeast Thailand." *Asian Studies Review* 22: 137-155.
-  Varley, Emma. 2012. "Islamic Logics, Reproductive Rationalities: Family Planning in Northern Pakistan." *Anthropology & Medicine* 19(2): 189-206.

✪ PROPOSAL for Final Paper due by Thursday, March 31**Session 20 (Mar 31): Religion, Technology, and Infertility in the Middle East** [52 pp]

-  Inhorn, Marcia. 2006. "Making Muslim Babies: IVF and Gamete Donation in Sunni versus Shi'a Islam." *Culture, Medicine and Psychiatry* 30: 427-450.
-  Kahn, Susan. 2000. "Eggs and Wombs: Origins of Jewishness." In *Reproducing Jews: A Cultural Account of Assisted Conception in Israel*. Pp. 112-139.
-  *Recommended:* Gammeltoft, Tine and Ayo Wahlberg. 2014. "Selective Reproductive Technologies." *Annual Review of Anthropology* 43: 201-216. [16 pp]

Session 21 (Apr 5): Infections and Inequalities: China's HIV/AIDS Crisis [49 pp]

-  Shao, Jing. 2006. "Fluid Labor and Blood Money: The Economy of HIV/AIDS in Rural Central China." *Cultural Anthropology* 21(4): 535-569.
-  Uretsky, Elanah. 2008. "Mobile men with money: the socio-cultural and politico-economic context of 'high-risk' behavior among wealthy businessmen and government officials in urban China." *Culture, Health & Sexuality* 10(8): 801-814.
-  *Recommended:* Kaufman, Joan, Arthur Kleinman, and Tony Saich. 2006. *AIDS and Social Policy in China*. Harvard Asia Center.
<https://www.hsph.harvard.edu/ihs/publications/pdf/AIDSinChina.pdf>

Session 22 (Apr 7): Death and Dying in Japan [74 pp]

-  Lock, Margaret. 1995. "Contesting the Natural in Japan: Moral Dilemmas and Technologies of Dying." *Culture, Medicine and Psychiatry* 19(1): 1-38.
-  Long, Susan. 2003. "Becoming a Cucumber: Culture, Nature, and the Good Death in Japan and the United States." *Journal of Japanese Studies* 29(1): 33-68.
-  *Recommended:* Ozawa-de Silva, Chikako. 2010. "Shared Death: Self, Sociality, and Internet Group Suicide in Japan." *Transcultural Psychiatry* 47(3): 392-418.
-  *Recommended:* Lock, Margaret. 2002. *Twice Dead: Organ Transplants and the Reinvention of Death*. University of California Press.
-  **Film Screening:** Selections from *Departures*. 2008. Directed by Yojiro Takita.

Session 23 (Apr 12): The Global Traffic in Human Organs [57 pp]

- 📄 Scheper-Hughes, Nancy. 2000. "The Global Traffic in Human Organs." *Current Anthropology* 41(2): 191-224.
- 📄 Moniruzzaman, Monir. 2012. "Living Cadavers" in Bangladesh: Bioviolence in the Human Organ Bazaar." *Medical Anthropology Quarterly* 26(1): 69-91.
- 🎞️ **Film Screening:** Selections from *Dirty Pretty Things*. 2002. Directed by Stephen Frears. 97 minutes.

Session 24 (Apr 14): The Ethics of Organ Transplantation [57 pp]

- 🗨️ Small Group Discussion Sections: Group 1 (A-G), Group 2 (H-R), Group 3 (S-Z)
- 📄 Cohen, Lawrence. 1999. "Where It Hurts: Indian Material for an Ethics of Organ Transplantation." *Daedalus* 128(4): 135-166.
- 📄 Ikels, Charlotte. 1997. "Ethical Issues in Organ Procurement in Chinese Societies." *The China Journal* 38: 95-119.

Session 25 (Apr 19): Medicalizing Violence and Disaster: The Global Rise of PTSD [42 pp]

- 🗨️ *Guest Presenter:* Carolyn Powers
- 📄 Breslau, Joshua. 2000. "Globalizing Disaster Trauma: Psychiatry, Science, and Culture after the Kobe Earthquake." *Ethos* 28(2): 174-197.
- 📄 Mary-Jo DelVecchio Good, Byron J Good, Jesse Grayman. 2009. "Complex Engagements: Responding to Violence in Postconflict Aceh." In *Contemporary States of Emergency*, edited by Didier Fassin and Mariella Pandolfi. Zone Books.
- 📄 *Recommended:* "A Psychosocial Needs Assessment of Communities in 14 Conflict-Affected Districts in Aceh." 2007 Report.
- 📄 *Recommended:* Devon Hinton and Byron Good, eds. 2014. *Culture and PTSD*. University of Pennsylvania Press.
- 📄 *Recommended:* Lee, Sing. 2011. "Depression: Coming of Age in China." In: *Deep China: The Moral Life of the Person. What Anthropology and Psychiatry Tell Us About China Today*, edited by Arthur Kleinman et al. University of California Press.

Session 26 (Apr 21): The Autism "Epidemic"

- 📄 Grinker, Roy Richard and Kyungjin Cho. 2013. "Border Children: Interpreting Autism Spectrum Disorder in South Korea." *Ethos* 41(1): 46-74.
- 📄 Sun, Xiang et al. 2013. "Prevalence of autism in mainland China, Hong Kong and Taiwan: a systematic review and meta-analysis." *Molecular Autism* 4(7): 1-13.
- 📄 *Recommended:* Silverman, Chloe. 2008. "Fieldwork on Another Planet: Social Science Perspectives on the Autism Spectrum." *BioSocieties* 3: 325-341.
- 📖 *Recommended:* Grinker, Roy Richard. 2007. *Unstrange Minds: Remapping the World of Autism*. Basic Books.

Session 27 (Apr 26): Medical Tourism and the Globalization of Healthcare [45 pp]

- 📖 Writing Workshop led by Walter Hare, M.A. (Ph.D. Student in EALC)
- 📖 Wilson, Ara. 2010. "Medical Tourism in Thailand." In *Asian Biotech: Ethics and Communities of Fate*. Edited by Aihwa Ong & Nancy Chen. Duke. Pp. 118-143.
- 📖 Song, Priscilla. 2010. "Biotech Pilgrims and the Transnational Quest for Stem Cell Cures." *Medical Anthropology* 29(4): 384-402.
- 📖 *Recommended reference*: Roberts, Elizabeth and Nancy Scheper-Hughes. 2011. "Introduction: Medical Migrations." *Body & Society* 17(2-3): 1-30.

Session 28 (Apr 28): Concluding Remarks

* * *

Choose either:

🌟 **FINAL PAPER due on Thursday, May 5.** Submit an electronic copy (Word or PDF format) online via the "Assignments" section of the course website (<https://bb.wustl.edu>) no later than 4:00 p.m. on May 5.

~ OR ~

🌟 **FINAL EXAM on Tuesday, May 10 from 6:00–8:00 p.m.** (location TBA).

L48 Anthropology 4033
Culture, Illness and Healing in Asia

PAPER 1: ILLNESS NARRATIVE

Washington University | Spring 2016
Faculty Instructor: Priscilla Song, Ph.D.
Teaching Assistants: Walter Hare, Carolyn Powers, Luwei Yang

This first writing assignment is an opportunity for you to experience medical anthropology in action. In simple terms, we believe that entering into conversations with people about their experiences of illness and suffering makes sense in a course on culture, illness and healing.

You will **conduct an interview** with someone who is willing to discuss his or her experience of an illness in an Asian context. You can get background information about their upbringing, descriptions about physical symptoms, explanations of treatments they sought (biomedical or otherwise), reflections on emotion, ways ideas changed over the course of their experience, etc. You should be open and honest with your potential interviewee about the purpose of the interview and get his or her informed consent. You should also give your interviewee the option of reading your final work (and consider in your analysis how this may affect what you write).

You will then **write an account** of your interviewee's illness experience, interpreting the materials you have gathered. Your job in the paper is to analyze this illness narrative using the concepts we have been discussing in class. We encourage you to explore concepts such as the illness/disease distinction, therapeutic emplotment, local biologies, embodiment, etc. We ask that you consider the ways that social experience, cultural meanings and the person come together, find expression and meet different challenges over time. You should crystallize what is at stake for them, explore how they make sense of their identity and relationships with others, and analyze how broader political, economic, and historical forces shape their experiences.

PAPER GUIDELINES

- Your paper (Word or PDF format) must be **submitted online** via the "Assignments" section of the course website (<https://bb.wustl.edu>) **no later than 10:00 am on Tuesday, February 23**. Alternatively you may bring a paper copy to submit before the beginning of class on February 23. **Late papers** will result in a 1/3 letter grade deduction for each 24-hour period submitted after the deadline (e.g. A- becomes a B+).
- Papers should be **four to six pages** in length (double spaced, 1-inch margins, 12-point font).
- These interviews will remain **confidential**. We encourage you to change the names of people and organizations you interact with in order to protect their identities. The material you collect will only be used in class and should be destroyed thereafter to ensure confidentiality.
- If you are uncertain about your project or would like to discuss your ideas, please consult Professor Song (priscillasong@wustl.edu) or your TAs. We encourage you to meet with us early in the process!

L48 Anthropology 4033
Culture, Illness and Healing in Asia

- You are responsible for acknowledging your sources and upholding the academic integrity of your work. Please refer to the following guidelines on **citing sources** and **avoiding plagiarism**: <http://libguides.wustl.edu/citestyles>. Each student in this course is expected to abide by the Undergraduate Student Academic Integrity Policy (<http://www.wustl.edu/policies/undergraduate-academic-integrity.html>).

ADDITIONAL HINTS AND SUGGESTIONS

Illness offers a particularly illuminating window onto local worlds. Experiences of illness help to crystallize what is most at stake in people's lives. These experiences tell us a lot about how people make sense of their own identity and their relationships with others as they fill their various social roles. Furthermore, these experiences reveal the footprints of political and economic forces in ways that are often overlooked and understudied. So, in keeping with the overall approach of the course, in the interviews we will conduct and the papers we will write, we are especially interested in engaging people who have experienced some clinical misfortune (whether mental or physical). These experiences deeply reflect peoples' values and personal orientations to their social world. We are interested in stories about what spurs and sustains these commitments and the ways that they take on particular meaning in people's lives.

The following might make good interviewees: a recent immigrant who faces a big surgical procedure; a family member who has had cancer and is living in remission; a fellow student who struggles with undiagnosed bodily symptoms; a roommate living with a chronic illness that is commonly stigmatized; a family acquaintance who has cared for another person living with a serious illness; a friend of a friend who is a recovering addict; a former language partner who struggles with the loss of a loved one; etc. This list is hardly exhaustive, and we encourage you to draw on your own social networks to identify someone who would be willing to speak with you about their experiences.

This is a "teaching exercise." The skill you are practicing here is your ability to render intelligent a coherent sense of that which is at stake in the lives of the people you interview as they reflect upon an illness experience. **Caution:** it is important to distinguish YOUR act of rendering someone's experience intelligent from the actual coherence of the experience that THEY render.

The anthropological analysis comes in when you use the terms we have introduced in class to understand something about how and why your interviewee has had the experience he or she has. **Note:** This assignment is not about writing a life history of your interviewee. Instead, select those parts of the interview that best illustrate your interpretation of their experience. Perhaps you will detail their illness as opposed to what doctors might characterize (or have characterized) as their disease. Perhaps you will find particular ways they understand the body. Perhaps you will locate ways their cultural context has impacted their physiology. Or perhaps you will interpret ways their values have led to particular feelings, symptoms or ways of understanding what is happening to them. Perhaps you will uncover their explanatory model regarding an illness. Perhaps you will uncover their religious beliefs and how that shapes their illness narrative. Perhaps you will trace the effects of stigma. There are many ways to go with this and these suggestions are merely a starting point for your own paper.

L48 Anthropology 4033
Culture, Illness and Healing in Asia

CITATION FORMAT

We would like you to use the "**Author Date**" format (widely used in the social sciences) to (1) cite sources in the text, and (2) compile a Reference List to be included at the end of your paper. An author-date citation (Kleinman 1988) is placed within the text or at the end of a quotation and complete citation information is given in the list of references at the end of the paper.

Citing sources in the text:

- **Book or article:** *Citation should include the author year: page* → (Kleinman 1988: 36)
- **Interview:** *Citation should include the interviewee's name/pseudonym, personal interview, date* → (Sameer Gupta, personal interview, February 1, 2016)

Citing sources in the reference list:

- **Book** → Kleinman, Arthur. 1988. *The Illness Narratives: Suffering, Healing and the Human Condition*. Basic Books.
- **Article** → Mattingly, Cheryl. 1994. "The Concept of Therapeutic Emplotment." *Social Science and Medicine* 38(6): 811-822.
- **Interview** → Chen, Meiling. 2016. Interview by the author. St. Louis, MO, February 1.

CHECKLIST FOR WRITING PAPERS

Below is a checklist that you might find useful as a general guide throughout the semester:

- **IDEAS:** Are they clear? Are they interesting? Do they answer a 'so what' question?
- **FOCUS:** Is there a main thesis or concept in the paper? Is it clearly stated? Do you know what the paper is about?
- **ARGUMENT:** Are the ideas explained clearly? Are key terms defined clearly? Is evidence given for the points of the paper? Is the evidence focused and well chosen? Are the points clear?
- **ORGANIZATION:** Is the paper clearly organized? Is each section distinct and does each follow logically from the last? Does the order of the argument work? Is it easy to follow? Does the introduction clearly state the thesis or question to be discussed? Does the conclusion return to the introduction and answer the question? Is the body of the paper related to the introduction and conclusion?

After these areas are clear, you can work on the details of writing. These include:

- **TRANSITIONS & CONNECTIONS:** Does the paper show how ideas are connected? Does it let you know where you are in the discussion?
- **STYLE & TONE:** Is the tone appropriate to the topic? Is the paper easy to read? Have unnecessary words been eliminated?
- **PARAGRAPHS:** Does each paragraph make one major point? Is the point adequately explained? Should paragraphs be combined or shortened?
- **SENTENCE STRUCTURE & PUNCTUATION:** Are sentences grammatically correct? Is punctuation used correctly? Are there any glaring grammatical problems?
- **PROOFREADING:** Has the paper been checked for proper spelling, typing mistakes and general appearance? Has it been prepared carefully?

**L48 Anthropology 4033
Culture, Illness and Healing in Asia**

PAPER 1 EVALUATION GUIDELINES

Illness Narrative Grading Rubric	
<i>Framing</i> <i>(Thesis)</i>	Is there a main thesis or concept in the paper? Is it clearly stated? Does the paper answer the "so what" question?
<i>Ethnography</i> <i>(Narrative & Evidence)</i>	Does the paper provide a vivid account of the interviewee's lived experience through thick description? Does the paper offer a nuanced and sensitive portrayal of the interviewee's life?
<i>Analysis</i> <i>(Data Interpretation & Use of Key Concepts)</i>	Does the paper utilize analytical concepts from the course? Are the ideas explained clearly? How effectively does the paper interpret ethnographic details to illustrate larger concepts? Is the evidence focused and well chosen? Does the paper synthesize the material in some interesting way beyond merely rehashing what was said in class?
<i>Quality of Writing</i> <i>(Organization & Style)</i>	Is the paper clearly organized and well written? Does the paper provide smooth and logical transitions between paragraphs, ideas, and examples? Does the order of the argument work? Is it easy to follow?
<i>Grade</i>	

OVERALL GRADING CRITERIA

➤ **What is a superb A paper?**

Provides a first-rate framing of the paper in a well-written introduction. Goes on to provide a telling ethnography and interpretation of the interview data. Contains exceptional details, subtle analysis, insightful interpretations, and/or strong writing. May link ethnography to social theory. Ends with a solid conclusion.

➤ **What is an adequate to good paper in the B to B+ range?**

Provides an appropriate framing of the paper in a solid introduction. Goes on to provide adequate ethnography and interpretation of data. Ends with a reasonable conclusion.

➤ **What is a C or D paper?**

Misuses key terms, such as reversing the disease and illness distinction. Fails to provide a satisfactory account of the interviewee's illness experience and/or does not interpret the data adequately. Gets the idea of the paper wrong.